



SC Annual School Report Card Summary

Clio Elementary Middle School
 Marlboro County School District
 Grades: PK-8 Enrollment: 187
 Principal: Mr. Jack Swann
 Superintendent: Dr. Helena Tillar
 Board Chair: Lucy Parsons

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Below Average	Average	TBD	TBD	F	N/A
2011	Average	Average	Silver	N/A	Not Met	N/A
2010	Average	Excellent	Gold	N/A	Met	N/A

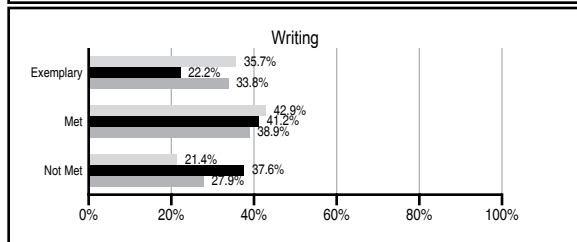
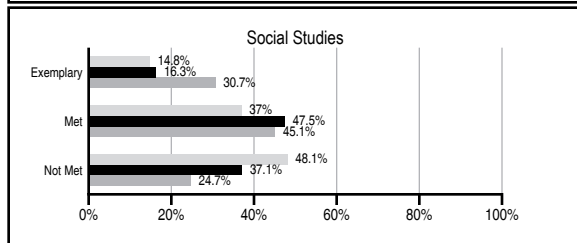
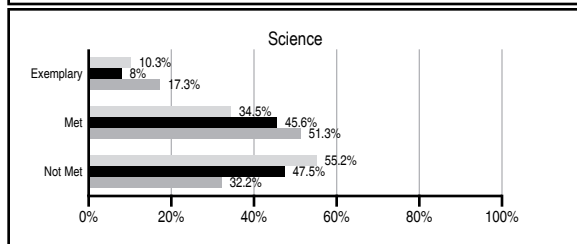
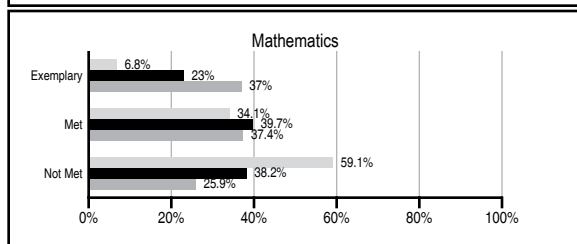
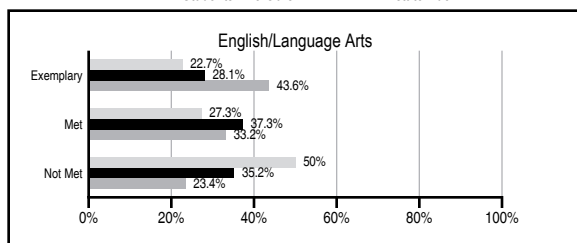
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
3	13	108	51	20

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Clio Elementary Middle School [Marlboro County School District]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=187)				
Retention rate	2.8%	Down from 6.1%	1.3%	1.0%
Attendance rate	95.3%	Up from 94.5%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	13.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	57.9%	Down from 66.7%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	77.5%	Up from 67.1%	85.7%	88.7%
Teacher attendance rate	93.2%	Down from 96.2%	95.1%	95.1%
Average teacher salary*	\$40,883	Up 4.5%	\$45,241	\$47,210
Classes not taught by highly qualified teachers	5.7%	Down from 5.9%	0.0%	0.0%
Professional development days/teacher	6.2 days	Up from 5.9 days	10.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	12.7 to 1	Down from 21.3 to 1	18.3 to 1	20.0 to 1
Prime instructional time	88.0%	Down from 90.0%	90.5%	90.5%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.9%	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$10,054	Down 10.0%	\$8,184	\$7,247
Percent of expenditures for instruction**	55.1%	Down from 57.2%	66.4%	68.2%
Percent of expenditures for teacher salaries**	52.5%	Up from 51.9%	63.3%	65.7%
ESEA composite index score	57.0	N/A	85.9	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	19	15	13
Percent satisfied with learning environment	94.4%	100.0%	92.3%
Percent satisfied with social and physical environment	84.2%	100.0%	92.3%
Percent satisfied with school-home relations	68.4%	100.0%	100.0%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Clio Elementary Middle School is under construction. Our school strives to provide "opportunities for academic and extra curricular excellence that meet the needs and interests of every child in a safe, stimulating and conducive learning environment" Our school is taking progressive measures to afford each student the opportunity to succeed. Identified in the middle school as a Palmetto Priority School, student and principal goals were established to guide the school throughout the year.

Our teachers adhere to district curriculum pacing guides and approved curriculum as they implement researched-based strategies for instructions. South Carolina Standards, Curriculum Alignment Documents (CADS), SQ3 Curriculum, Super Seven, Fantastic Five, Daily Oral Language, Good Start Grow Smart, and Imagine It! Curriculum guide the implementation of best practices for classroom instructions.

Accelerated Reader and Math, and Compass Learning Odyssey are academic initiatives that provide more literacy support for our students in our reading across the curriculum endeavors. The continuation of the CAVs Read Café provides an incentive for students to read and requires an Accelerated Reader's average of 85% or better. Likewise, a mobile computer lab and iPads are utilized to strengthen literacy, as well. Moreover, Measures of Academic Progress (MAP) scores were analyzed and converted to project the probability of a student's ability to pass the state PASS tests. The MAP data were also used to monitor student academic progress and to provide validity to the specified differentiation in student instructions. In addition, our efforts with the calculation template designed by state data consultant, dr. Titus Duren.. Likewise, during the first semester of the school year, Thinkgate benchmarks afforded the teachers with an At-Risk Report which identified each student's progress per standard. This report was instrumental in establishing groups for the school-wide Reinforcement & Remediation (R&R) Day. The school continued with its focus on Dr. Larry Bell's twelve powerful words. We had pull out remediation class for grades 1-3 with a focus on Reading comprehension. The Lead Teacher held data meetings every Tuesday, and discussed teacher-generated data, district data, state data, as well as topics on Rigor, Common Core Standards and ENRICH which is a student data management system.

The disaggregation of PASS, MAP and benchmark data provides a basis to monitor and adjust instructions to target the school's and students' areas of deficiency. Even though data disaggregation was a school-wide, a more intricate attention was targeted on the middle grade students. Conducted by the Lead Teacher, classroom teachers and middle grades interventionist, the intervention sessions offered more individualized sessions that afforded the targeted students additional assistance to propel them to or beyond the next academic level.

Reflecting the Home School and Community correlate, the school is supported by community volunteers, members and business partners: Clio Police Department and Herald Office Systems are among the organizations. Many area churches were collaborative school partners through the Adopt-A-Class Program which was designed for churches to advocate on behalf of the children and to support the school's curriculum program. Eleven area churches served fervently to meet various grade level needs. Church members served as mentors, trip chaperones, test monitors, and provided test incentives and school supplies.

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status